DOCUMENT RESUME

ED 148 291 HE 009 567

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TITLE Recruitment to Graduate Study. College Seniors' Plans for Postgraduate Education and their Implementation the Year after Commencement. SREB Research Monograph Number 10.
INSTITUTION Southern Regional Education Board, Atlanta, Ga.
SPONS AGENCY Carnegie Corp. of New York, N.Y.
PUB DATE 65
NOTE 71p.; The study was co-sponsored by the Southern College Personnel Association

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS *College Graduates; College Students; *Educational Interest; Females; *Graduate Study; Higher Education; Males; National Surveys; *Professional Education; Questionnaires; Regional Characteristics; Seniors; *Southern States; Surveys

ABSTRACT

A study was undertaken of the process of recruitment to graduate and professional training. The education plans of college seniors in the South as the students expressed them during their senior year in 1960 were compared with their actual activities a year later. The initial survey had responses from over 6,000 students. Results show that 22 percent planned to enroll in graduate or professional school immediately after college graduation, and 23 percent planned to enroll sometime later. Another 29.5 percent definitely did not plan to continue at a later time. A lag between the southern states and the rest of the nation in post-college education aspiration was found. A year later one of the five males was enrolled in graduate or professional education (compared to one of three in a national sample) and one of ten females was enrolled (compared with one of five nationally). Further analysis is provided, and the questionnaires appended. (HSE)

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RECRUITMENT TO GRADUATE STUDY

RESEARCH MONOGRAPH NUMBER 10

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Board membership consists of the governor of each compact state and four other persons appointed by him. One must be a state legislator and one an educator.

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RECRUITMENT TO GRADUATE STUDY

College seniors' plans for postgraduate education and their implementation the year after commencement

By CHARLES M. GRIGG

SOUTHERN REGIONAL EDUCATION BOARD
130 Sixth Street, NW, Atlanta, Georgia 30313
1965

This study was financed in part
by funds available through a grant
from the
Carnegie Corporation of New York

Foreword

One of the major factors affecting the future supply of highly educated personnel for college and university teaching, as well as for other fields, is the rate of recruitment of qualified individuals to graduate and professional study.

The study reported here sought to identify factors which affect college students' plans for graduate and professional study. It was sponsored by the Southern Regional Education Board and the Southern College Personnel Association. Charles M. Grigg, Director, Institute for Social Research, Florida State University, was the principal investigator. Almost 6,000 members of the South's collegiate graduating class of 1960, representing 31 colleges and universities in the Southern region, were first surveyed as college seniors and again about nine months after college graduation.

The study's findings suggest that the problem of recruiting qualified students to graduate study is a highly significant one for the South. Only about one-fifth of the seniors surveyed actually enrolled in graduate or professional school in the year following commencement. Other studies indicate that one college graduate in three in the nation as a whole enrolls for some form of postgraduate training in the year following conferral of a bachelor's degree.

This lag between the South and the nation in the rate of recruitment of students for graduate study is one which, in the words of the report, "... the South can ill afford." It is hoped that the study will encourage action to make sure that all qualified college students give thorough consideration to both the nature of graduate or professional study and the opportunities afforded by such preparation for service in an increasingly complex society.

Winfred L. Godwin, *Director*
Southern Regional Education Board

Acknowledgements

This project was co-sponsored by the Southern College Personnel Association and the Southern Regional Education Board. It was financed by funds available through a grant from the Carnegie Corporation of New York to the Southern Regional Education Board for the promotion of research on higher education.

The project was made possible by the cooperation and hard work of the representatives of the 31 institutions participating in this regional study. It was through their efforts that a current list of college seniors was obtained as well as the grade point averages of those students selected for the sample. Appreciation is also due the 6,000 college seniors who took time out from their busy routine to answer the questionnaire. A very special expression of indebtedness goes to the 4,000 graduates who one year later completed the follow-up questionnaire.

Many persons contributed to the planning and execution of this study, but the help of Jerry L. L. Miller, Assistant Professor, University of Arizona (formerly Research Assistant, Institute for Social Research, Florida State University), who worked so diligently on the construction and pretesting of the questionnaire and Kenneth M. Wilson (Research Associate, SREB), who read the manuscript a number of times and made many helpful suggestions, was invaluable.

John K. Folger, Dean of the Graduate School, Florida State University (formerly Associate Director for Research, SREB), and James L. Miller, Jr. (Associate Director, SREB), gave their support to this project.

The assistance that each gave is deeply appreciated but the interpretations and conclusions drawn are the responsibility of the author.

Charles M. Grigg
Tallahassee, Florida

October, 1965

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Chapter 1

Introduction

This study is one of a growing number of studies of the process of recruitment of persons to graduate and professional training.[1] It is primarily concerned with determining the plans of college seniors in the South for further education and the factors associated with both the decision to continue and the achievement of this goal. The need for more personnel with graduate or professional training is well documented. How to attract these people is not as well understood.

The design of this study called for determination of the educational plans of students expressed toward the end of the senior year. Approximately one year after graduation, the same respondents were asked to report what they were actually doing, thus permitting comparison of plans with actual behavior one year later.

For those interested in the recruitment of students into graduate and professional training, the study will give some insight into the planning process. When does the undergraduate decide to continue his education? After making this decision what does he do to implement it? Is the student conscious of the many scholarships and assistantships available? Where, when, and to how many different schools does he apply?

How does the student decide whether to continue? Who and what is influential in the decision? Is the college "environment" instrumental in this decision? If so, are the faculty or professional counseling facilities important? The ultimate question is whether the student

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[1] See for example:

George L. Gropper and Robert Fitzpatrick, *Who Goes to Graduate School?* (American Institute for Research, Pittsburgh, Pennsylvania, 1959.)

Bureau of Social Research, Inc., for National Science Foundation, *Two Years After the College Degree* (U. S. Government Printing Office, Washington, D. C., 1963.)

James A. Davis, *Great Aspirations: Volume I*—NORC Report No. 90 (Chicago: National Opinion Research Center, 1963.)

Norman Miller, *One Year After Commencement*—NORC Report No. 93 (Chicago: National Opinion Research Center, 1963.)

follows through on his plans. Does behavior one year later reflect plans as a senior? If not, what intervened? These are some of the questions this study attempted to answer.

Selecton of the Sample

The accredited institutions in the Southern region[2] were grouped into strata, by size of student body, control (private vs. public) and sex composition of student body (men only, women only, or coeducational). The schools were selected at random from each of these strata and a sampling ratio was applied to schools in each of the strata, according to size of senior class, as follows:

Less than 500 seniors	100	percent participation
500- 999	50	percent sampling
1000-1499	33⅓	percent sampling
1500-2499	25	percent sampling
2500-plus seniors	20	percent sampling

After the institution was selected, a list of the senior class was provided by an institutional representative and the appropriate sampling ratio applied. Table 1 gives a description of the total number of seniors represented in the participating schools as well as the size of samples selected along with the percentage of returns from each institution. The overall return was 73 percent, but there was variation by institution with 14 returning over 80 percent, others between 60 and 80 percent, and only two below 60 percent. This return resulted from at least two formal follow-ups to the original questionnaire. The cooperation of each institution represented was outstanding, and any differences in percent returned represents factors other than those pertaining to the cooperativeness of the institutions concerned. The total number of questionnaires returned from the original sample was 6,012.

The follow-up survey which took place in February 1961 included a questionnaire to each one of the 6,012 respondents to the original plans questionnaire. The response on the follow-up questionnaire was 80 percent. A letter of transmittal was sent with each of the questionnaires on the follow-up study and mailed to the home address of the respondent. In addition to the original follow-up questionnaire, one additional attempt was made to contact the respondent.

[2] "Southern region" as used in this report refers to the following 16 states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Table 1
Size of Survey Sample and Response Rate, By Institution

Institution	Total number of seniors in class of 1960	Size of questionnaire sample	Number questionnaires returned	Percent returned
TOTAL	15,497	8,197	6,012	73.3
Barry College	85	85	81	95.3
Baylor University	735	368	203	55.2
Bethany-Nazarene College	111	111	99	89.2
The Citadel	326	326	251	77.0
Emory University	340	340	223	65.6
Emory & Henry College	89	89	75	84.3
Florida State University	1605	488	403	82.6
George Peabody College	166	166	108	65.1
Georgia State College	308	308	189	61.4
Longwood College	143	143	122	85.3
Millsaps College	132	132	126	95.5
Northeast La. State College	291	291	193	50.8
Northwestern State Col. (Okla.)	152	152	109	71.7
Northwestern State Col. of La.	272	272	235	86.4
Presbyterian College (S.C.)	105	105	81	77.1
Sam Houston State Teachers Col.	435	435	277	63.7
Southern State College	95	95	83	87.4
Southwestern at Memphis	109	109	104	95.4
Texas Technological College	974	487	367	75.4
University of Florida	1724	431	323	74.9
University of Kentucky	1045	348	220	63.2
University of Louisville	426	426	271	63.6
University of Maryland	1023	341	252	73.9
University of Southwestern La.	593	296	191	64.5
University of the South	92	92	84	91.3
University of Tennessee	1241	389	346	88.9
University of Texas	2010	502	329	65.5
Wake Forest College	405	405	262	64.7
Washington and Lee University	196	196	164	83.7
Wesleyan College (Ga.)	88	88	76	86.4
Winthrop College	181	181	165	91.2

Chapter 2

Educational Plans of The South's College Class of 1960

What were the plans of the Class of 1960 for postgraduate training? If students planned to continue their education in graduate or professional school, how many related decisions had been made to implement these plans? When did these students plan to begin postgraduate study? How did they expect to finance their education? What were their basic reasons for wanting to continue their education? Answers to these and other questions regarding the educational plans of college seniors are provided in this chapter.

Plans for Further Education

Although a majority (55.5 percent) of the seniors surveyed did not indicate definite plans to pursue graduate or professional study after graduation, over three-fourths of them (80 percent of the men and 76 percent of the women) reported that they had given some thought to the possibility of continuing their education. And, we find that 45 percent of the seniors planned to pursue graduate or professional study at some time following graduation; 22 percent planned to be enrolled in the following academic year; 14 percent were going later and specified a date, while 9 percent were going later but did not specify a date (Table 2).

As indicated in Table 2, half of the men but only slightly more than one-third of the women planned to continue their education. As compared to the women, men were more likely to be planning to pursue full-time programs and were more likely to be planning to proceed into graduate or professional school without delay; proportionately, twice as many males planned to go on immediately and over twice as many planned full-time study.

Only about one-fourth of the seniors indicated that they were *not* planning to go to graduate or professional school; but approximately

Table 2
Incidence and Nature of Plans for Postgraduate Training, College Graduates of June, 1960, Southern Region, By Sex

Plans for postgraduate schooling	Total		Men		Women	
	No.	Percent	No.	Percent	No.	Percent
Planning to go, total	(2704)	(45.0)	(1967)	(50.5)	(737)	(34.8)
Going immediately	1308	21.8	1031	26.5	277	13.1
Full-time	1021	17.0	838	21.5	183	8.6
Part-time	287	4.8	193	5.0	94	4.5
Going later, time specified	860	14.3	627	16.1	233	11.0
Full-time	362	6.0	285	7.3	77	3.6
Part-time	498	8.3	342	8.8	156	7.4
Going later, time not specified	536	8.9	309	7.9	227	10.7
Part-time	136	2.3	93	2.4	43	2.0
Full-time	400	6.6	216	5.5	184	8.7
Undecided about going	(1775)	(29.5)	(1016)	(26.1)	(759)	(35.9)
Not going	(1530)	(25.5)	(910)	(23.4)	(620)	(29.3)
Total	*6009	100.0	3893	100.0	2116	100.0

*Three of the respondents did not answer the "plans" question. This accounts for the difference in total number reported here from that reported in Table 1.

30 percent reported that they were *undecided* about further education. Proportionately more women (36 percent) than men (26 percent) were *undecided.*

Most students planning to go on immediately expected to pursue a full-time course of study (1021 of 1308) while a majority of those going later planned part-time study. As we shall see, plans for full- rather than part-time study are related closely to the type of degree program which a student intended to pursue.

Type of Postgraduate Program Planned

We have seen that 45 percent of the South's seniors planned to attend graduate or professional school at some time following graduation. As shown in Table 3, about 29 percent of the seniors reported plans to enroll in a graduate program leading to a master's or doctorate degree (either Ph.D. or Ed.D.) while slightly less than 14 percent aspired to a professional degree. About an equal proportion of

men and women were oriented toward graduate work in some discipline, including Education, (29 and 28 percent, respectively) but more men than women aspired to a professional degree (19 percent as compared to about 4 percent). Less than 3 percent of each sex-group were undecided about the nature of the postgraduate program they wanted to pursue.

Table 3
Incidence of Plans, by Type of Degree Program and by Sex, Total Sample

Type of degree program planned	Total		Males		Females	
	No.	Percent	No.	Percent	No.	Percent
Total with plans	(2704)	(45.0)	(1967)	(50.6)	(737)	(34.8)
Graduate program	1721	28.6	1136	29.2	585	27.6
Master's degree	1617	26.9	1040	26.7	577	27.3
Ph.D. degree	101	1.7	93	2.4	8	0.4
Ed.D. degree	3	0.0	3	0.1	0	—
Professional program	824	13.7	729	18.7	95	4.5
Law	227	3.8	224	5.8	3	0.1
Medicine	188	3.1	183	4.7	5	0.2
Dentistry	27	0.4	27	0.7	0	—
Other	382	6.4	295	7.6	87	4.1
Undecided about program	159	2.6	102	2.6	57	2.7
Total not going	(1530)	(25.5)	(910)	(23.4)	(620)	(29.3)
Undecided as to post-graduate study	(1775)	(29.5)	(1016)	(26.1)	(759)	(35.9)
Total	6009	100.0	3893	100.0	2116	100.0

The Ph.D. as an Educational Goal

These data refer to the *first* degree program students planned to complete. Respondents were also asked, "After you receive this (the first) degree do you plan to work for another degree?" Responses are summarized in Table 4 which shows that about 9 percent of the entire sample (or 20.3 percent of those planning graduate or professional study) planned to take a second graduate degree after completing the first-planned degree program. Proportionately, more men than women expected to earn a second graduate degree. Of particular

Table 4
Incidence of Plans for a Second Degree After Completion of Initially Selected Program

Second degree planned?	Total		Men		Women	
	No.	Percent	No.	Percent	No.	Percent
"Yes" (total)	648	10.8	454	11.7	94	4.5
Ph.D. degree	382	6.4	314	8.1	68	3.2
Ed.D. degree	158	1.0	44	1.1	14	0.7
Other	108	1.8	96	2.5	12	0.6
Not certain	1294	21.5	930	23.9	364	17.2
"No"	862	14.3	583	15.0	279	13.2
Total "planners"	2804	46.6	1967	50.6	737	34.9

interest is the pattern of responses relating to work toward a doctorate degree (Ph.D. or Ed.D.) which, as indicated in Table 3, was the first degree-goal of only 104 seniors (1.7 percent of the entire sample or 3.8 percent of the group planning further study). However, a doctorate was indicated as the second degree-goal by 440 individuals (358 men and 82 women) so that a total of 544 seniors (about 9 percent of the sample) actually expressed an intention to work toward either a Ph.D. or an Ed.D. It may be inferred that the majority of seniors who aspired to this degree thought in terms of a "stepping-stone" rather than a direct approach to it.

Degree Plans and Expectation of Full-time Study

As suggested earlier, plans to study full-time or part-time were associated with the type of degree programs which students planned to pursue. As shown in Table 5, 56.2 percent of the students planning to continue their education at any time after graduation planned to pursue a full-time program of studies. However, 84 percent of those who aspired to a professional degree planned full-time study as compared to only 46 percent of those planning a graduate program in some discipline. The striking exception to this trend is in the case of those seeking a Ph.D., 89 percent of whom planned to study full-time.

Table 5
Incidence of Plans to Study Full-Time,
By Type of Degree Program and by Sex

First degree—program planned	Number planning program			Planning to study full-time (In percent)		
	Males	Females	Total	Males	Females	Total
Graduate	1136	585	1721	49.5	37.3	45.5
Master's	1040	577	1617	46.2	36.9	42.9
Ph.D.	93	8	101	88.2	100.0	89.1
Ed.D.	3	—	3	—	—	0.0
Professional	729	95	824	84.8	74.7	83.6
Law	224	3	227	83.0	66.7	82.8
Dentistry	27	—	—	100.0	—	100.0
Medicine	183	5	188	100.0	80.0	99.5
Other	295	87	385	75.3	74.7	74.5
Undecided	102	57	159	35.3	19.3	29.6
All programs	1967	737	2704	61.8	41.1	56.2

The pattern of full-time training characteristic of professional school programs is reflected in the plans of their respective students.[1]

Selection of Graduate or Professional School

How many of the students who planned to continue their education had chosen a school? Table 6, which gives this information by sex and by plans for full-time or part-time attendance, shows that approximately 64 percent of the male seniors planning to continue on a full-time basis had chosen a school as compared to only 30.8 percent of those who planned part-time attendance. A similar pattern obtained among those females planning to attend.

The regional orientation of the students' choice of the graduate or professional school they expected to attend is evident in the fact that 599 (76.8 percent) of the 780 male students who planned full-time attendance and who had decided upon a school selected one within the region. This orientation is shared equally by the women who plan to continue their education. Among the 188 women, who planned to continue on a full-time basis and had selected a school, 146 (77.6 percent) planned to remain *within* the region. Those stu-

[1] For a detailed analysis of this trend in a national sample of seniors (class of 1961) see James A. Davis, *Great Aspirations: Volume One* (Chicago: The National Opinion Research Center, 1963), particularly pp. 308-317.

Table 6
Location of Graduate or Professional School Student Planned to Attend, by Sex and Type of Plan

Selected a school?	Males				Females			
	Full-time		Part-time		Full-time		Part-time	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Yes	780	64.1	231	30.8	188	62.1	188	43.3
Within region*	599	49.2	192	25.6	146	48.2	146	33.6
Outside region	181	14.9	39	5.2	42	13.9	42	9.7
No	436	35.9	520	69.2	115	37.9	246	56.7
Total	1216	100.0	751	100.0	303	100.0	434	100.0

*Refers to 16 states listed in Footnote 2, Chapter I.

dents, both male and female, who planned part-time attendance were equally oriented toward a school located in the region.

APPLICATION FOR ADMISSION TO GRADUATE OR PROFESSIONAL SCHOOL

There is, of course, a difference between having chosen a school and having actually applied to that school for admission. Table 7

Table 7
Number of Graduate or Professional Schools Applied to By Those Students Planning to Attend

Number of applications	Males				Females			
	Part-time		Full-time		Part-time		Full-time	
	Number	Percent	Number	Percent	Percent	Number	Number	Percent
Have not applied	520	42.8	683	90.0	137	45.2	389	89.6
One	292	24.0	47	6.3	79	26.1	34	7.8
Two	125	10.3	7	0.9	32	10.6	10	2.3
Three	118	9.7	9	1.2	28	9.2	1	0.3
Four or more	161	13.2	3	0.7	27	8.9	0	—
Total	1216	100.0	751	100.0	303	100.0	434	100.0

indicates the extent to which students had actually applied for admission and to how many schools they had applied. The majority (90.0 percent) of those planning part-time attendance had not applied for admission to any school. There is a small difference in this regard, by sex, among those planning full-time attendance, with 45.2 percent of the females having made no application as compared with 42.8 percent of the males.

The number of students having submitted multiple applications was fairly large. Among the males planning full-time attendance who had applied for admission to graduate or professional school, approximately 58 percent had submitted an application to more than one school as compared with 52 percent of the women planning full-time attendance. The 686 males going full-time who said they had applied to a graduate or professional school submitted a total of 1,683 applications, or an average of 2.45 per student. The 166 women in a similar status submitted 359 applications, or an average of 2.16 per student. In evaluating the future needs for graduate and professional facilities, the practice of multiple applications has to be taken into consideration. As evidenced by the above, the average student is counted as a potential applicant in two schools.

Financing Graduate and Professional Education

The majority of students planning to continue their education had some idea as to how it would be financed. A substantial proportion expected to receive financial support through assistantships and fellowships. When expected source of support is analyzed by highest degree sought, however, it becomes evident that the pattern of support anticipated by students planning a professional degree was different from that anticipated by prospective graduate students.

As indicated in Table 8, male students planning professional study on a full-time basis were looking to their family, or to part-time work, as a means of support. Male students planning graduate study were, on the other hand, expecting financial aid in the form of assistantships or scholarships. The majority of students who planned to pursue their education on a part-time basis expected to engage in part-time work or looked to sources other than family or institutional support.

About two-thirds of the male students planning to seek a professional degree on a full-time basis indicated lack of familiarity with

Table 8
Distribution of Planned Financial Support in Graduate or Professional School by Degree Planned, Sex and Type of Attendance

Type of Financial Aid	Type of Degree Program Planned									
	Master's		Professional		Ed.D.		Ph.D.		Undecided N.R.	
	No.	%	No.	%	No.	%	No.	%	No.	%
Males—Full-time	228	100.0	483	100.0	15	100.0	300	100.0	190	100.0
Assist. or Fellowship	108	47.3	92	19.0	8	53.3	213	71.0	47	24.7
Part-time Work	44	20.6	146	30.2	4	26.7	45	15.0	83	43.7
Family Support	29	12.7	150	31.1	1	6.7	13	4.3	11	5.8
All Other	47	19.4	95	19.7	2	13.3	29	9.7	49	25.8
Males—Part-time	323	100.0	241	100.0	32	100.0	94	100.0	61	100.0
Assist. or Fellowship	51	15.8	19	7.9	6	18.1	38	40.4	4	6.5
Part-time Work	137	42.4	102	42.3	11	34.3	30	31.9	22	36.1
Family Support	3	.9	4	1.7	—	----	1	1.0	1	1.7
All Other	132	40.9	116	48.1	15	47.6	25	26.7	34	55.7
Females—Full-time	137	100.0	95	100.0	5	100.0	52	100.0	14	100.0
Assist. or Fellowship	88	64.4	35	36.8	3	60.0	36	69.2	8	57.1
Part-time Work	10	7.3	12	12.6	1	20.0	5	9.6	1	7.2
Family Support	17	12.4	22	23.2	1	20.0	3	5.8	—	—
All Other	22	15.9	26	27.4	0	00.0	8	15.4	5	35.7
Females—Part-time	206	100.0	149	100.0	9	100.0	24	100.0	46	100.0
Assist. or Fellowship	48	23.4	15	10.0	2	22.2	12	50.0	5	11.6
Part-time Work	75	36.4	53	35.5	5	55.6	3	12.5	17	39.5
Family Support	6	2.9	6	4.2	1	11.1	2	8.3	4	4.8
All Other	77	37.3	75	50.3	1	11.1	7	29.2	20	44.1

any of the national scholarship or fellowship awards (which are oriented mainly toward study in a discipline). *However, 75 percent of the students who planned to seek a Ph.D. degree were familiar with at least one of the national award-programs.* The men and women planning part-time attendance were much less familiar with these programs. The fellowship program most familiar to students was the Woodrow Wilson Fellowship Program; 14.1 percent of the males and 18.6 percent of the females indicated they were aware of its provisions.

Reasons for Seeking Further Education

Why do students want to continue their education? Is their primary interest in knowledge or in the extrinsic rewards which derive from the acquisition of knowledge and degrees? The seniors in the Class of 1960 were asked to rank in order of importance six potential reasons for graduate or professional education and to indicate which of these was most important in their own planning. The percentages of students who assigned ranks 1 or 2 to each of the six reasons are as shown in Table 9. "Interest in subject" was ranked either first or second by 74 percent of the men and 78 percent of the women with plans for full-time study. Occupational preparation was stressed by 60 percent of the men and 57 percent of the women with such plans. Thus, the reasons emphasized by students point up (a) an essentially vocational orientation of students in pursuing further study, combined with (b) an intrinsic interest in the area of study planned. Interestingly, proportionately more part-time than full-time aspirants,

Table 9

Percentages of Students Assigning Ranks 1 or 2 to Each of Six Reasons for Continuing Education, by Plans for Studying Full- or Part-time

Study plan	Interest in subject	Knowledge is important	Preparation for occupation	Higher salary	Creativity; originality	Administrative preparation
Males						
Full-time	73.7	23.9	59.9	13.4	15.6	10.2
Part-time	59.3	28.6	38.6	28.5	11.2	29.6
Undecided	43.4	15.8	29.8	22.0	10.7	17.3
Females						
Full-time	77.5	30.1	56.8	13.9	11.5	7.6
Part-time	73.0	39.6	38.7	24.1	11.3	8.0
Undecided	51.0	27.6	26.0	16.6	8.3	5.3

both among men and women, stressed the basic importance of knowledge, *per se*. This is likely a function of differences in the proportion of students in the respective categories who plan to attend professional school—proportionately more full-time planners expect to go to professional school.

Relatively few students stressed the matter of a higher salary which might accrue from further study, the opportunity for being "creative and original" which further study might provide, or "preparation for an administrative position," as reasons for continuing.

Reasons for Not Planning Postgraduate Study

The one reason most frequently given by the men (18.2 percent) as the most important for not continuing their education (Table 10) was, "It would cost more than I could afford." About 17 percent indicated that they were "tired of school," and 15 percent said, "Practical experience is better than additional education," and 16 percent went along with "My college grades are too low."

Table 10
Distribution of Reasons for Not Planning to Attend Graduate or Professional School by Sex

Reason for not planning to attend	Males		Females	
	No.	Percent	No.	Percent
It would cost more than I could afford	166	18.2	72	11.6
Tired of school	155	17.0	85	13.7
College grades are too low	146	16.0	53	8.6
Practical experience better than education	135	14.8	65	10.5
Get married	20	2.2	154	24.8
Other	194	21.5	110	17.7
No answer	94	10.3	81	13.1
Total	910	100.0	620	100.0

Among the females about one-fourth of those who had decided not to continue their education cited marital plans as a major factor. The second most frequently cited reason for not continuing reflects academic *ennui* (tired of school) (13.7 percent); and some 11.6 percent indicated that cost was the most important factor. Although the reasons for not continuing were rather diverse, they seem to add up to the composite attitude that graduate or professional work will not

be "profitable." Less than one-fifth of the males and one-tenth of the females cited cost as an important deterrent.

SUMMARY

More than three-fourths of the seniors surveyed in 1960 reported that they had considered the possibility of postgraduate study. However, only 45 percent of them planned to pursue graduate or professional training, with 22 percent planning to enroll in the year following graduation.

There were differences in the incidence of plans for postgraduate study among men and women—over half the men but only slightly more than one-third of the women surveyed reported plans to continue their education, and proportionately twice as many men planned to go on immediately following commencement.

About three seniors in every ten surveyed planned to enroll in a graduate program leading to a master's or a doctor's degree; one in seven planned to enter a professional degree program. Approximately 9 percent of all seniors surveyed reported plans to work toward a Ph.D., Ed.D., or similar degree; a majority of these students, however, indicated the master's degree as the first degree-goal.

Except for the small number of students who expected ultimately to get a doctorate degree, proportionately more professional degree aspirants than graduate degree aspirants planned to study full-time.

Almost two-thirds of the men planning full-time study had, toward the beginning of the final semester of the senior year, chosen a school as compared to less than a third of the "part-time planners." A majority of the "full-time planners" had selected a school located within the Southern region as defined for purposes of the study (see Chapter 1). Not all had actually applied for admission, however. Among the male "full-time planners" who had actually submitted an application to graduate school, the average number of schools applied to was approximately 2.5.

There were some differences in expected source of financial support by sex and by type of degree program planned. Professional aspirants tended to expect support from the family proportionately more often than did graduate school aspirants; the latter more frequently expected scholarship, assistantship, and fellowship assistance and were much more familiar with national support programs (e.g., Woodrow Wilson, NSF, etc.).

"Interest in the subject" which they planned to study was cited as one of the major reasons for continuing their education by the majority (three-fourths) of all "full-time planners," and six in ten "full-timers" also stressed "preparation for an occupation" as a major reason. Thus, intrinsic interest in a field, combined with a vocationally-oriented perception of the purpose of graduate or professional study apparently characterized the majority of "full-time planners" surveyed. To a certain extent, the heavy weight assigned occupational preparation should be evaluated in terms of the fact that students planning professional programs were more likely than those planning academic programs to be "full-time planners."

As for those who did not plan further education, factors related to costs of study, desire for practical experience, lack of sufficient academic qualifications (e.g., grades too low), tended to predominate among reasons cited for deciding not to go on.

Chapter 3

Factors Related To Educational Plans

In the preceding chapter the plans of college seniors for graduate or professional study were described. This chapter is primarily concerned with relating plans for postgraduate attendance to selected academic and non-academic factors. The first section of this chapter focuses on such socioeconomic factors as education of the parents, occupation of the father, and family income. The second section will focus on selected academic considerations, such as the student's undergraduate major, and amount of contact with faculty and counseling personnel within the college or university.

Socioeconomic Factors

Education of Father

For male seniors, educational level of father was related to plans for further education. As shown in Table 11, plans for continuing education on a full-time basis increased with the educational level of the father, while incidence of plans for attending part-time decreased as the educational level of the father increased.

Approximately two in every ten students whose father had less than a high school education planned to continue as compared to a little over five of every ten students whose father had some graduate or professional training. The relationship of father's education to the aspirations of their daughters is not so pronounced in this sample as that which obtains among the male seniors.

Education of Mother

Five of every ten males whose mother had completed college planned to continue as compared to one in four whose mother had less than a high school education (see Table 12); level of education of mothers was less closely related to the educational goals of their

Table 11

Educational Level of Father, by Sex and Type of Educational Plans

Type of plans	Less than high school		High school & some college		Completed College		Completed some grad/prof.		Non-response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Males	1,603	100.0	1,390	100.0	422	100.0	431	100.0	47	100.0
Going full-time	356	22.2	463	33.3	155	36.7	233	54.1	9	19.1
Going part-time	385	24.0	229	16.5	62	14.7	57	13.2	18	38.4
Not going or Undecided	862	53.8	698	50.2	205	48.6	141	32.7	20	42.5
Females	707	100.0	839	100.0	243	100.0	315	100.0	12	100.0
Going full-time	92	13.0	97	11.5	46	18.9	64	20.3	4	33.3
Going part-time	169	23.9	171	20.3	34	14.0	52	16.5	8	66.7
Not going or Undecided	446	63.1	571	68.2	163	67.1	199	63.2	0	0.0

Table 12
Educational Level of Mother, by Sex and Type of Educational Plans

Type of plans	Less than high school		High school & some college		Completed college		Completed some grad/prof.		Non-response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Males	1,215	100.0	1,586	100.0	805	100.0	255	100.0	32	100.0
Going full-time	297	24.4	357	22.5	432	53.7	119	46.7	11	34.3
Going part-time	293	24.1	239	15.1	171	21.2	41	16.1	7	22.0
Not going or Undecided	625	51.5	990	62.4	202	25.1	95	37.2	14	43.7
Females	436	100.0	1,146	100.0	294	100.0	212	100.0	28	100.0
Going full-time	52	11.9	149	13.0	52	17.7	47	22.2	3	10.7
Going part-time	117	26.8	234	20.4	38	12.9	40	18.9	5	17.9
Not going or Undecided	267	61.3	763	66.6	204	69.4	125	58.9	20	71.4

Table 13
Distribution of Family Income, by Sex and Type of Educational Plans

Type of plans	Under $5,000		$5,000 to $9,999		$10,000 to $15,000		$15,000 and over		Non-response	
	No.	%	No.	%	No.	%	No.	%	No.	%
Males	1,159	100.0	1,119	100.0	1,002	100.0	417	100.0	196	100.0
Going full-time	293	25.3	305	27.2	376	37.5	181	43.4	61	31.1
Going part-time	298	25.7	232	20.7	150	15.0	35	8.4	36	18.4
Not going or Undecided	568	49.0	582	52.1	476	47.5	201	48.2	99	50.5
Females	539	100.0	550	100.0	629	100.0	198	100.0	200	100.0
Going full-time	72	13.4	83	15.1	89	14.1	36	18.2	23	9.0
Going part-time	135	25.0	123	22.4	115	18.3	26	13.1	35	20.0
Not going or Undecided	332	61.6	344	62.5	425	67.6	136	68.7	142	71.0

daughters. When the mother had less than a high school education, one in ten girls planned to continue and two in ten did so when the mother had completed some graduate or professional training.

Family Income

Although the likelihood that a student would be planning postgraduate study did not appear to vary with reported family-income level, the likelihood of planning full-time or part-time study definitely varied according to income level. Thus, as shown in Table 13, 49 percent of the males whose parents reportedly earned less than $5,000 per year did not plan to continue their education as was true of a comparable percentage of those with family incomes of $15,000 or more (48 percent); yet, for these same categories, percentages planning full-time study were, respectively, 25 percent and 43 percent. The relation of family income to plans to attend graduate school for the women in the sample was comparatively low.

Father's Occupation

Six out of ten males whose father's occupation was classified as professional planned to attend, either on a full-time or part-time basis, as compared with only four out of ten whose father had blue-collar occupations. The relationship between father's occupation and relative incidence of plans for part-time or full-time attendance can be seen in Table 14. The proportion of male students who planned to continue on a full-time basis was three times as great for the group whose father's occupation was professional as for those with blue-collar fathers. Occupation of father had little apparent relationship to the plans of the females in the sample.

Timing of Development of Plans

As shown in Table 15, 686 of the males reported giving consideration to graduate or professional training before college; seven out of ten of these male seniors planned to continue on a full-time basis. Thus, initial consideration of graduate and/or professional training by this group of males was presumably made before any aspect of the college environment could have been influential. Among males, those planning full-time attendance tended to be characterized by earlier development of plans for postgraduate education. Among women, the strength of this relationship was not so great.

Table 14
Distribution of Occupational Level of Father, by Sex and Educational Plans

Type of plans	Professional		Managers and proprietors		Clerical & sales		Operators, serv. & labor		Retired, disabled, unknown	
	No.	%	No.	%	No.	%	No.	%	No.	%
Males	562	100.0	1,361	100.0	391	100.0	770	100.0	809	100.0
Going full-time	254	45.2	421	30.9	135	34.5	189	24.6	217	26.8
Going part-time	91	16.2	222	16.3	74	18.9	183	23.8	181	22.3
Not going or Undecided	217	38.6	718	52.8	182	46.6	398	51.6	411	50.9
Females	358	100.0	800	100.0	203	100.0	348	100.0	407	100.0
Going full-time	65	18.2	106	13.2	22	10.8	51	14.6	59	14.5
Going part-time	68	18.9	152	19.0	38	18.8	87	25.0	89	21.8
Not going or Undecided	225	62.9	542	67.8	143	70.4	210	60.4	259	63.7

Table 15
Distribution of Time of First Consideration of Graduate or Professional Training, by Sex and Type of Plans

Type of plans	Before college		Freshman-soph. yrs.		Junior year		Senior year		In serv. other		Never		No Response	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Males	686	100.0	394	100.0	882	100.0	999	100.0	159	100.0	266	100.0	507	100.0
Going full-time	480	69.9	231	58.6	297	33.7	166	16.7	41	25.8	1	.4	0	.0
Going part-time	91	13.3	72	18.3	247	28.0	283	28.3	54	34.0	1	.4	3	.5
Not going or Undecided	115	16.8	91	23.1	338	38.3	550	55.0	64	40.2	264	99.2	504	99.5
Females	247	100.0	186	100.0	483	100.0	653	100.0	30	100.0	204	100.0	313	100.0
Going full-time	71	28.8	50	26.9	89	18.5	86	13.1	7	23.4	0	0.0	0	0.0
Going part-time	77	31.2	50	26.9	139	28.7	162	24.8	5	16.6	1	0.4	0	0.0
Not going or Undecided	99	40.0	86	46.2	255	52.8	405	62.1	18	60.0	203	99.6	313	100.0

Academic Factors

In looking at the factors related to the plans of these college seniors, we are primarily interested in those aspects of college or university life which might influence the decision to undertake graduate or professional training. Choice of undergraduate major for example, is a factor affecting the likelihood of pursuing graduate education. The nature of the academic environment of a college or university plays a part. We are here concerned specifically with the extent of faculty influence on students. Also potentially important in guiding the student in the development of educational and occupational plans are college guidance counselors. These selected academic factors are analyzed in relation to plans for future education.

Undergraduate Major

As expected, incidence of plans for graduate or professional attendance varied with the students' undergraduate major. For purposes of analysis we have classified the undergraduate major fields into broader areas. As may be seen in Table 16, the largest proportion of males were in business and public administration. This is quite different from the distribution of undergraduate majors for females; one woman in three majored in education and one-fourth majored in humanities and fine arts.

Plans to continue graduate or professional education are clearly associated with choice of field. In the biological sciences there were 250 male seniors; of these, 64 percent planned to continue their education full-time while less than two out of ten did not plan to continue. In the social sciences, 49 percent of 452 seniors indicated plans to continue full-time, with 15 percent planning to go part-time. Plans of majors in the humanities-fine arts category were similar.

In fields such as education, engineering, and business, a different pattern tends to obtain; the proportion planning to go on full-time is substantially less, varying from 34 percent in the miscellaneous areas to 11 percent in engineering. A rather large proportion in education and engineering planned part-time study.

Differences by field of undergraduate major in the incidence of graduate planning are less pronounced for women than for men.

Contact with Faculty

The extent and nature of student contact with faculty is an important variable in any conceptualization of factors influencing stu-

Table 16

Undergraduate Major and Plans for Graduate or Professional School

Undergraduate major*	Not going		Going				Undecided		Total	
			Full-time		Part-time					
	No.	%	No.	%	No.	%	No.	%	No.	%
Males										
Biol. Sciences	46	18.4	160	64.0	16	6.4	28	11.2	250	100.0
Physical Sciences	63	14.0	172	38.2	94	20.9	121	26.9	450	100.0
Social Sciences	63	13.9	221	48.9	69	15.3	99	21.9	452	100.0
Human., Fine Arts	83	13.4	309	49.8	81	13.0	147	23.7	620	99.9
Education	33	9.5	74	21.3	157	45.2	83	23.9	347	99.9
Engineering	181	29.3	71	11.5	184	29.8	182	29.4	618	100.0
Business, Pub. Adm.	377	40.8	130	14.1	121	13.1	295	31.9	923	99.9
Agricul., Forestry	25	28.0	30	33.8	8	9.0	26	29.2	89	100.0
Pre-Med., Gen. Health, Nursing	9	18.0	26	52.0	3	6.0	12	24.0	50	100.0
Home Economics	---	---	2	100.0	---	---	---	---	2	100.0
Other	1	5.5	4	22.2	3	16.7	10	55.5	18	99.9
No Response	29	39.2	17	23.0	15	20.3	13	17.6	74	100.1
Females										
Biol. Sciences	16	19.0	27	32.1	13	15.5	28	33.3	84	99.9
Physical Sciences	22	19.6	13	11.6	32	28.6	45	40.2	112	100.0
Social Sciences	43	24.4	45	25.6	36	20.4	52	29.5	176	99.9
Human., Fine Arts	146	27.2	91	17.0	108	20.1	191	35.6	536	99.9
Education	208	27.4	78	10.3	185	24.4	287	37.9	758	100.0
Engineering	---	---	---	---	1	100.0	---	---	1	100.0
Business, Pub. Adm.	66	61.7	5	4.7	13	12.1	23	21.5	107	100.0
Agricul., Forestry	1	50.0	1	50.0	---	---	---	---	2	100.0
Pre-Med., Gen. Health, Nursing	46	43.0	13	12.1	8	7.5	40	37.4	107	100.0
Home Economics	57	36.3	16	10.2	24	15.3	60	38.2	157	100.0
Other	5	16.6	9	30.0	3	10.0	13	43.3	30	99.9
No Response	10	21.7	5	10.9	11	24.0	20	43.4	46	100.0

*The following classification of arts and sciences fields was used: *Physical Sciences:* Astronomy, Astrophysics, Chemistry, Geography, Geology, Geophysics, Mathematics, Metallurgy, Meteorology, Oceanography, Physics, Physical Science General and Other; *Biological Sciences:* Anatomy, Biology, Biochemistry, Botany, Biophysics, Entomology, Genetics, Microbiology, Pathology, Pharmacology, Physiology, Zoology, Other Biological Science Fields; *Social Sciences:* Clinical Psychology, Social Psychology, Experimental and General Psychology, Other Psychological Fields, Anthropology, Archaeology, Economics, Area and Regional Studies, Political Science, International Relations, Sociology, Social Science General and Other; *Humanities and Fine Arts:* Fine and Applied Arts, English, Creative Writing, Classical Languages and Literatures, History, Modern Foreign Languages and Literatures, Philosophy, Humanities General and Other.

dent career development. This is particularly true in the case of plans for graduate study since a large proportion of those who plan to go, first consider this decision during the undergraduate years. Faculty contact could be a major factor in creating the desire to continue, or it could be a source of reinforcement of an already-considered option. Either way the faculty is often assumed to be the best *potential* source of information about graduate or professional education available to the undergraduate.

The students were asked the question: "During your college career, how often have you talked with any member of the college teaching faculty concerning questions related to your continuing in graduate or professional school?" Among the men, about 58 percent reported one or more discussions of this nature as did about 46 percent of the women.

As shown in Table 17, of men who reported "frequent" talks with a faculty member, almost six in ten planned to continue on a full-time

Table 17
Incidence of Student Contact with Faculty About Graduate or Professional School in Relation to Plans, by Sex

Number of contacts	Going: Full-time		Going: Part-time		Not going or undecided		Total	
	No.	%	No.	%	No.	%	No.	%
Males								
Once or twice	234	29.1	264	32.9	305	38.0	803	100.0
Frequently	857	58.4	349	23.8	261	17.8	1467	100.0
Never	116	8.9	127	9.6	1075	81.5	1318	100.0
No response	9	3.1	11	3.7	275	93.2	295	100.0
Females								
Once or twice	56	13.4	154	36.9	207	49.7	417	100.0
Frequently	226	38.4	168	28.5	195	33.1	589	100.0
Never	18	1.9	106	10.8	853	87.3	977	100.0
No response	3	1.3	6	2.7	214	96.0	223	100.0

basis. On the other hand, less than 30 percent of those reporting infrequent talks, or none at all, planned to do so. Among the women, amount of contact with faculty about this matter was also related to plans; almost four out of ten women who had frequent talks with faculty planned to continue on a full-time basis whereas only 7 percent of those who reported no contact did so.

In an effort to assess the active role of the college faculty in recruiting or encouraging students to continue, seniors were asked: "During your college career has any member of the college teaching faculty contacted you (as opposed to your approaching him) to offer any encouragement or suggestions concerning your going to graduate or professional school?" The response to this question indicated that incidence of faculty-initiated contact was, as expected, less than that reported for all types of contact with faculty. For example, among men, about one-third indicated several contacts by a faculty member.

As may be seen in Table 18, among male seniors who reported several such contacts, almost two-thirds (63.0 percent) planned full-time study; less than one-fourth (23.5 percent) of the males who were not contacted by any faculty member did so.

Table 18

Incidence of Faculty-Initiated Contact with Students About Graduate or Professional School in Relation to Plans, by Sex

Number of contacts	Going: Full-time		Going: Part-time		Not going or undecided		Total	
	No.	%	No.	%	No.	%	No.	%
Males								
None	568	23.5	458	18.9	1387	57.6	2413	100.0
One or two	220	43.3	140	27.6	148	29.1	508	100.0
Several	422	63.0	141	21.0	107	16.0	670	100.0
No response	6	2.1	12	4.1	274	93.8	292	100.0
Females								
None	103	8.1	228	18.0	939	73.9	1270	100.0
One or two	68	22.3	112	36.7	125	41.0	305	100.0
Several	131	41.2	87	27.4	100	31.4	318	100.0
No response	1	.3	7	2.2	215	97.5	223	100.0

Among women, 41.2 percent reporting several faculty-initiated discussions of graduate study planned full-time postgraduate training while only 8.1 percent of those reporting no such discussions did so.

Generally speaking, approximately 84 percent of the men who reported faculty-initiated discussions expressed plans to continue their graduate or professional training. Among those reporting one or two contacts, 43 percent planned full-time attendance, and 28 percent planned part-time study. A similar but less pronounced relationship obtains among the women.[1]

[1] There was marked variability among the institutions in the sample in respect to reported student-faculty interaction.

Counseling Contact and Graduate Plans

A second potential source of information and encouragement is found in the formal counseling services (non-faculty) often available to students (although it is recognized that a number of colleges may not have a well-developed program of counseling services for students). The question was asked: "During your college career, how often did you talk with a college guidance counselor concerning questions related to graduate or professional education?" Approximately one-third (31 percent) of the males and one-fourth (26 percent) of the females reported one or more contacts with guidance counselors. Although proportionately fewer students, both male and female, reported talks with guidance counselors than with faculty members, those who reported several such talks had a high probability of expressing plans for full-time graduate or professional training. As indicated in Table 19, six out of ten males who took advantage of this

Table 19
Incidence of Contact with College Counselors About Graduate or Professional School, by Relation to Plans, by Sex

Number of contacts	Going: Full-time		Going: Part-time		Not going or undecided		Total	
	No.	%	No.	%	No.	%	No.	%
Males								
Never	782	31.3	531	21.3	1183	47.4	2496	100.0
Once or twice	245	44.6	153	27.9	151	27.5	549	100.0
Several	180	63.2	56	19.6	49	17.2	285	100.0
No response	9	3.1	11	3.7	273	93.2	293	100.0
Females								
Never	216	13.8	313	20.0	1030	66.2	1559	100.0
Once or twice	50	23.4	79	36.9	85	39.7	214	100.0
Several	33	30.3	34	31.2	42	38.5	109	100.0
No response	3	1.3	8	3.4	222	95.3	233	100.0

service several times planned to continue on a full-time basis; among the women students three out of ten using the counseling service frequently planned to continue on a full-time basis.

Discussion

Judging from the findings which have been reviewed, students from families at different income, occupational, and educational "levels" have different probabilities of aspiring to postgraduate edu-

cation. Of these nonacademic factors, educational attainment of the parents appears to be a more basic variable than either parental occupational level or family-income level. (Some studies have referred to the life chances of a boy or a girl who is born into a certain socioeconomic context to *achieve success.*) We see here that socioeconomic background factors tend to affect the *level of educational aspiration.* This is particularly true for the male students in the sample.

Important as socioeconomic background factors appear to be, however, the impact of the college environment (and the college experience) on the aspirations of students is suggested by the finding that over half the males who planned to pursue part-time study first considered the possibility of continuing their education after entering college, as did almost three-fourths of the women who planned to continue on a full-time basis.

Generally speaking, early consideration of the possibility of graduate or professional training was associated with relatively high incidence of plans to continue. Thus, among males who said that they gave initial consideration to the possibility of postgraduate training prior to entering college, more than eight in ten reported plans to continue; less than half of those who first thought of this possibility as seniors reported such plans.

Among men, late consideration of graduate or professional training was associated with higher incidence of plans for part-time study whereas among women, the percentage planning to attend on a part-time basis was relatively independent of time of initial consideration. However, in the case of full-time study, relatively few women who reported plans to continue full-time failed to consider the possibility of graduate study before the beginning of the junior year.

Of the college-related factors found to be associated with plans for postgraduate study, perhaps the most evident is undergraduate major field. Here, as with the nonacademic factors reviewed, there are sex-differences in the patterns of relationships. Generally speaking, while there are also disciplinary differences in the *incidence of plans to* undertake further study, differences in *patterns of planning* for graduate study (e.g., full-time versus part-time, delayed entry versus immediate entry, etc.) appear to be more pronounced than differences in incidence of plans, per se. And, again recognizing disciplinary variations, it is of considerable importance to note that planning

for graduate study is the "modal" expectation for students in many fields.

Emphasizing the importance of student-faculty interaction is the finding that frequency of contact with faculty and college counseling personnel proved to be closely related to the future plans of students. Higher frequency of student-faculty interaction (both student-initiated and faculty-initiated) was associated with higher incidence of plans for graduate study. The active role of the college faculty in recruiting students to graduate study is suggested by the fact that about two-thirds of the men who reported more frequent faculty-initiated discussions also reported plans for full-time study.

Fewer students reported interaction with college guidance counselors in connection with graduate planning than reported discussions with college faculty—graduate planning has traditionally been a departmental-disciplinary concern. However, the same type of relationship obtained — frequency of interaction was associated with higher incidence of plans.

In brief, we have seen that socioeconomic factors are related to the plans of college seniors for postgraduate education. We have also seen, however, that college-related considerations such as choice of undergraduate major and amount of interaction with college faculty members and college counselors may also play a significant role in recruiting students to graduate study. The nature of this interaction and its potential impact on students should be the subject of future research.

Chapter 4

Implementation of Plans in the Year Following Graduation

A follow-up questionnaire was sent out in February and March of 1961 to all the June 1960 seniors who participated in the initial-plans survey. It was assumed that if a student was not (or had not been) enrolled in graduate or professional school as of that time—in the year following conferral of the bachelor's degree—he would not, in all probability, enter school during the current academic year. After two follow-ups to this questionnaire (mailed to the home address of the student) responses were obtained from 4,798 or 79.8 percent of the initial survey sample. There was little difference in the response rate by sex—78.7 percent among males and 81.8 percent among females.

General Attendance Patterns

Of respondents to the follow-up inquiry, approximately 22 percent had enrolled in graduate or professional school in the academic year following conferral of the bachelor's degree, with expected differences according to sex; 26.9 percent of the males and 12.2 percent of the females were in attendance (full- or part-time) as indicated in Table 20, with 21.9 percent of the males and 8.6 percent of the women going full-time.[1]

Degree Aspirations

Students were asked to indicate the degree they planned to attain. The distribution was similar to the one given as college seniors (see Chapter II). When these students were asked if they planned to continue further study after receiving their first degree, a substantial minority of those who were working toward a master's degree indi-

[1] Figures for actual attendance of males may be compared with plans data indicating that 50.5 percent of the males planned further study at some time following graduation, 26.5 percent planned to go immediately (either full- or part-time) and 21.5 percent planned to go immediately *and* full-time. For women, corresponding plans percentages were, respectively, 34.8, 12.1, and 8.6.

Table 20

Incidence of Graduate or Professional School Attendance Among 4,798 Respondents in Follow-up Sample, by Sex

Type of attendance	Males		Females		Total	
	No.	%	No.	%	No.	%
Attending full-time	673	21.9	150	8.6	823	17.2
Attending part-time	156	5.0	61	3.6	217	4.5
Not in attendance	2,236	73.1	1,522	87.8	3,758	78.3
Total	3,065	100.0	1,733	100.0	4,798	100.0

cated that they would like to continue their work toward a Ph.D. Thirty-two percent of the males and 24 percent of the females who were in graduate school indicated that they definitely planned to continue their work toward a higher degree. When asked which degree, 90 percent answered that they would like to work toward a doctoral degree. A large number of these students appeared to see graduate education as a sequential accomplishment, first striving for a lower degree and, if successful, working toward a higher degree.

Location of Graduate School

The majority of students who were in attendance at a graduate or professional school in the year following graduation remained within the Southern region,[2] with 243, or 22 percent, of those enrolled going outside the region for their graduate or professional training. A little over a quarter of the students, 26.4 percent, remained in the *same state* but in a different school with another 26.6 percent remaining for the graduate degree *in the school of baccalaureate origin.* The remaining 25 percent stayed within the region, *but went outside the state* where they received the baccalaureate degree. These students entered some 125 different universities or professional schools within the United States or abroad. The universities outside the region attracting the largest number of Southern graduates were Harvard, Radcliffe, New York University, Ohio State and Columbia.

The location of the graduate school attended by these seniors points out several facts which are of interest. First, the majority of

[2] "Southern region" is defined here in terms of the following 16 states: Alabama, Arkansas, Delaware, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

these students (78 percent) chose graduate schools *within* the region, and second, universities and colleges which give graduate programs tend to recruit a large proportion of their students from within their own undergraduate student body.

Reasons for Choice of School

The selection of a graduate school, as we have seen, tended to be regionally restricted. In many cases, however, it was also dictated by particular institutional attributes. What are the reasons given by students for choice of school? Table 21 gives the ranking of the "most

Table 21

Distribution of the "Most Important Reason" (for Attending the Graduate or Professional School in Which You Are Now Enrolled), by Sex

Most important reason	Males		Females	
	Percent	Rank	Percent	Rank
Excellent training in field	25.7	1	29.3	1
Academic reputation	21.1	2	15.3	3
Received scholarship/fellowship	15.4	3	17.5	2
Cost	9.3	4	5.2	5
Nearness to home	7.5	5	13.1	4
Can meet admission requirements	2.9	6	1.3	7
College teacher recommended	1.3	7	3.1	6
All others	16.8	—	15.2	—

important reason" for choosing the particular graduate or professional school. "Excellent training in field of interest" was checked most frequently by both sexes. The second most frequently-cited reason by the males was "academic reputation" and the third was that they had "received a scholarship or fellowship" from the institution. In contrast to the males, the women listed scholarship or assistantship awards as the second most important reason.

From this ranking by the students we might infer the most favorable conditions under which the male would select a particular graduate school. He would choose that school with high academic reputation; one which would provide excellent training in his particular field, offer him a scholarship or assistantship, and which would be relatively inexpensive and near his home. This pattern of ideal conditions can seldom be met in practice. Can a student select an institution which has high academic standing and which at the same time minimizes the

cost of higher education? The potential graduate student is caught on the horns of the dilemma. This is in part an explanation of why he would have to compromise between high academic reputation and cost. The compromise is reflected in the regional, often local, selection of a graduate or professional school — choices reflecting priority of proximity and lower costs.

Financial Support

Among the male seniors, 37.2 percent reported either scholarships, assistantships or fellowships. Among the females, a similar pattern prevailed—46.7 percent reported aid in the form of scholarships or graduate assistantships. The second most important source of financial support for the males was personal savings; about one-third received help from parents or the G.I. bill. Among the females, the second largest source of support was help from parents; one-third worked on a part-time basis.

Clearly, the male graduate student depends heavily on financial support from or through the graduate school. The next most important source in many cases is savings or help from his family. Among the females, scholarships and assistantships or other help from the university were first-ranked, with the second most important source being help from home. For the women, working part-time was the third most important source of financial support. Although only 15.4 percent of the males and 17.5 percent of the females indicated that receiving some type of stipend was the most important reason for attending a particular school, a much larger percentage of both sexes were actually receiving aid.

Those Who Did Not Attend

Many of the students who as seniors expressed a desire to continue their education one year later were not able to do so. Among the 3,065 males and 1,733 females in our follow-up sample, there were 1,560 males and 1,029 females who as seniors indicated they planned to attend *at some time* on a full- or part-time basis or were undecided at the time, but one year later were not enrolled in graduate or professional school. Financial considerations were most frequently cited as deterrents (see Table 22).

One out of three who were not enrolled gave this as a reason. One out of five males who did not enroll were in military service.

Table 22

Distribution of Main Reasons for Not Attending Graduate or Professional School Among Those Students Who as Seniors Planned to Attend or Were Undecided, by Sex

Most important reason	Males		Females	
	Number	Percent	Number	Percent
Finances, economic	556	35.6	312	30.3
Military service	326	20.9	.....	.....
Desire working experience	212	13.6	322	31.3
Marriage	.....	.....	154	15.0
Still in undergraduate	127	8.1	44	4.3
Grades poor	38	2.4	1	.1
Other	198	12.8	124	12.0
No response	103	6.6	72	7.0
Total	1,560	100.0	1,029	100.0

Whether they will ultimately continue is uncertain. The biggest factor among women in postponing enrollment was their desire for work experience while a slightly smaller percentage listed "finances." Marriage for the women was listed by one in seven as a reason for not continuing their education in the year following graduation.

Summary

Judging from results of a follow-up inquiry, approximately 22 percent of the Southern seniors surveyed in the spring of 1960 were enrolled in a graduate or professional school in the year following graduation.

Many more (45.0 percent) had indicated, while seniors, a plan to continue their education *at some time* following graduation. However, the proportion actually in attendance one year following graduation corresponded relatively closely to the proportion planning to go on *immediately* following graduation.

Graduate and professional education for the majority of students actually enrolled is regional in location, with only one in five leaving the region. For many, the institution attended was "local" in that 53 percent were within the same state and 27 percent within the same institution from which they received their undergraduate degree.

The major source of financial support for these first-year students was reported to be scholarships and assistantships from the institution attended, but only about one in three of the males and half

of the females reported such aid. The importance of financial aid is apparent when the students who planned to go as seniors were asked why they did not attend; one in three of this group cited financial difficulties. Military service prevented a number of males from attending immediately, and it is problematic as to whether they will continue at the end of their military service.

Chapter 5

Factors Related to Attendance in Graduate or Professional School

The analyses reported in this chapter are based on the 4,798 bachelor's degree graduates who responded to the follow-up questionnaire—3,065 males and 1,733 females. Table 23 indicates how the

Table 23
Comparison of Returns of Follow-up Study with Original Sample by Type of Plans Indicated as College Seniors, by Sex

Plans	Size of original sample		No. replying to follow-up query		Percent return	
	Male	Female	Male	Female	Male	Female
Going full-time	1,216	303	990	264	81.4	87.1
Going part-time	751	434	594	352	79.0	81.1
Undecided—not going	1,926	1,379	1,481	1,117	76.8	81.0
Total	3,893	2,116	3,065	1,733	78.7	81.8

3,065 males were distributed according to their plans as college seniors. Of the males responding to the follow-up, 990 had, as college seniors, indicated that they were planning full-time study, 594 had indicated that they were planning part-time study, and 1,481 had indicated that they were undecided or not going.

For females, the same classification system exists—of the 1,733 females responding to the follow-up questionnaire, 264 had as college seniors indicated they planned to go full-time; 352 had planned to go part-time; and 1,117 had indicated they were undecided or not going.

Also shown in Table 23 is the fact that the response rate varied but little by type of plans stated as college seniors. Among the males who planned to go full-time as college seniors, there was a response

rate of 81.4 percent as compared to a response rate among the women in this category of 87.1 percent. The lowest response rate was among those students who as undergraduates indicated that they did not plan to go or were undecided.

The major factor associated with enrollment in graduate or professional school in the academic year 1960-61 was whether the respondents, as seniors, had planned to do so. *The majority of those enrolled had planned to enter graduate or professional school immediately.* There were, however, some who for various reasons had planned to delay their entrance for one, two, or three years. There were 690 males in the follow-up study who, as seniors, indicated that they planned to attend on a full-time basis *and* would enroll the following September. As shown in Table 24, three out of four of these students were actually enrolled. There were 150 males in the follow-up study who, as seniors, indicated that they planned to attend graduate or professional school immediately on a part-time basis. One year later only 44.6 percent were actually enrolled. There was a higher proportion of the undecided attending school one year later than of those students who planned to attend, but *after* the following September. In estimating future graduate or professional school enrollments the evidence here indicates that each graduating class of seniors will

Table 24

Percentage of Respondents in Attendance During the Year Following Commencement, by Plan Reported During the Senior Year, by Sex

Plan for attendance	No. reporting plan		Percent in attendance at time of follow-up	
	Male	Female	Male	Female
Enter immediately—study full-time	690	163	75.9	64.4
Enter immediately—study part-time	150	75	44.6	33.3
Delay entry—study full-time	238	69	15.5	8.6
Delay entry—study part-time	284	137	10.9	8.0
Undecided re time of entry—study full-time	62	32	25.8	15.6
Undecided re time of entry—study part-time	160	140	6.8	5.0

make the greatest demand on graduate and professional school facilities the following September, making a decreasing demand each succeeding year. In general the proportion planning to go on immediately provides a reasonable estimate of the proportion likely to do so although individual exceptions must be expected.

NON-ACADEMIC FACTORS[1]

Education of Parents

One of the most important nonacademic factors affecting the plans of students for further education was level of parental educational attainment. For males and females who, as college seniors, reported plans for full-time graduate or professional training Table 25 gives the percentage who enrolled by February of the following

Table 25

Educational Attainment of Father in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study as Seniors, by Sex

Educational level of father	Males		Females	
	No. reporting	Percent enrolled	No. reporting	Percent enrolled
8th grade or less	167	51.4	41	48.7
9th to 12th	314	52.8	81	37.0
4 years or less of college	299	63.5	80	47.5
Graduate or professional training	205	65.3	58	46.5

year, in relation to level of education of the father. There is a positive relationship between educational level attained by the father and the chances of the male senior attending graduate or professional school. Among the women in the sample, there is no relationship between the two.

Among male students (full-time "planners") whose father had less than an eighth grade education, five out of ten were enrolled. Among male seniors who came from homes in which the father had some graduate or professional training, over six out of ten were enrolled. There is also a positive relationship between the educational

[1] The analyses which follow are based on respondents who stated as college seniors that they planned to undertake *full-time* graduate or professional study, without regard to planned time of beginning their studies.

level of the mother and the likelihood that a male or female would actually be enrolled one year after graduation (see Table 26).

Table 26
Educational Attainment of Mother in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study, by Sex

Educational level attained by mother	Males		Females	
	No. reporting	Percent enrolled	No. reporting	Percent enrolled
8th grade or less	122	46.7	18	33.3
9th to 12th	405	54.5	92	45.6
4 years or less of college	355	66.4	110	44.5
Graduate or professional training	99	59.5	41	46.3

Family Income and Occupational Level

Table 27 gives the various levels of family income and the proportion of students in each family-income-level category who were

Table 27
Level of Family Income in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study as Seniors, by Sex

Family-income category	Males		Females	
	No. in category	Percent in attendance	No. in category	Percent in attendance
Under 2,500	52	59.6	14	42.8
2,500 to 5,000	186	52.1	45	48.8
5,000 to 8,000	244	55.3	79	45.5
8,000 to 10,000	169	59.1	40	50.0
10,000 to 15,000	144	60.4	36	38.8
15,000 to 20,000	67	70.1	16	25.0
Over 20,000	80	67.5	14	50.0

actually in attendance. There is some relationship among males between family income and the proportion of full-time "planners" enrolled in the year after graduation. Income of family apparently is a

factor affecting the realization of graduate or professional goals, although not a predominant one.

Occupational level of the father (Table 28) provides no clear indication of probability that a male who, as a senior, planned to under-

Table 28
Occupation of Father in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study as Seniors, by Sex

Occupation of father	Males		Females	
	No. in category	Percent attending	No. in category	Percent attending
Professional	213	66.6	57	47.3
Managers, proprietors	333	57.9	92	45.6
Clerical and sales	112	65.1	19	52.6
Craftsmen and operators	117	43.5	31	45.1
Service workers	41	52.5	11	72.7
Retired, deceased	174	55.7	54	27.7

take full-time graduate or professional training would be enrolled. There are some differences according to occupational level—for example, having a father classified as *professional* was most predictive. The occupation with the next highest probability was *clerical and sales*. For women there was little association between the occupational level of the father and being in attendance in the year following graduation. The highest percentage (73 percent), for example, was associated with the classification of *service work* and the lowest (28 percent) with those whose fathers were classified as *retired or deceased.*

Summary of Nonacademic Factors

Two of the three indices of socioeconomic position, namely, family income and occupation of the father, were not *closely* related to the achievement of plans. This is consistent with findings reported by others.[2] This suggests relative lack of reliance of students on direct family support, and the importance of scholarships, assistantships,

[2] See, for example, Miller, Norman, *One Year After Commencement* (Chicago: National Opinion Research Center, June 1963), p. 33.

and other jobs (as well as support by spouse) in *implementing* plans for further education.

Timing of Development of Plans

Timing of establishment of career goals is a significant variable. Table 29 gives the percentage of full-time "planners" who enrolled

Table 29
Timing of First Consideration of the Possibility of Postgraduate Study in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study, by Sex

First considered postgraduate study	Males		Females	
	No. reporting	Percent enrolled	No. reporting	Percent enrolled
Before college	395	67.3	65	49.2
Freshman/sophomore years	186	60.7	46	46.6
Junior year	241	52.6	75	48.0
Senior year	136	41.9	72	34.7
Other time	31	41.9	6	33.3

one year later, according to the time when they first considered the possibility of graduate or professional education. The earlier the student (whether male or female) first considered this possibility, the higher the incidence of attendance in graduate or professional school. The proportions differ by sex in that there are generally lower attendance rates among females than among males. Among the male seniors who planned to continue on a full-time basis, 67 percent who first thought of graduate or professional education before college were actually enrolled. This percentage dropped to 61 percent among those who made the decision when they were freshmen or sophomores, to 53 percent for those who decided as juniors, and 42 percent among those who decided as seniors. Among the women there is a similar relationship, although a less pronounced one.

ACADEMIC FACTORS AFFECTING PLANS AND ATTENDANCE

Two academic factors are clearly related to enrollment in graduate or professional school one year after college graduation. The first of these is the undergraduate major of the student and the second is

academic achievement as reflected in the decile ranking of junior-year grade-point average.

Major Field

As shown earlier, a strong relationship obtains between the area of undergraduate major and plans for graduate and professional education. Table 30 gives the percentage of full-time "planners" who

Table 30

Field of Undergraduate Major in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study as Seniors, by Sex

Undergraduate major	Males		Females	
	No. with major	Percent enrolled	No. with major	Percent enrolled
Physical Science	148	72.2	11	54.5
Biological Science	136	69.1	22	68.1
Social Science	171	59.0	37	45.9
Humanities and Fine Arts	248	58.4	83	45.7
Education	62	30.6	66	33.3
Engineering	62	51.6	---	---
Business and Public Administration	108	44.4	4	75.0
Pre-Med., Gen. Health, Nursing	19	68.4	13	23.0
Agricultural and Forestry	22	45.4	---	---
Home Economics	---	---	15	40.0

NOTE: See Table 16 for classification of undergraduate major field.

actually enrolled one year later, by undergraduate major. Among the males, those who as undergraduates majored in the physical sciences evidenced the greatest incidence of attendance in the following year. A second area of undergraduate major from which high proportions of graduates go on is biology, and the third and fourth undergraduate areas which have high attendance rates for male students are represented by premedical and social science fields. Among females, the undergraduate major is not clearly related to graduate enrollment in the year after graduation. The highest probability for females, by undergraduate major, is in the biological sciences; the second highest is in the physical sciences.

Academic Standing

The relationship between class standing (decile rank of the junior-year grade-point average) and attendance in the year after graduation is positive and highly significant (Table 31). The range

Table 31

Junior-year Academic Standing in Relation to Attendance in the Year Following Graduation for Respondents Who Planned Full-time Study as Seniors. by Sex

	Decile, GPA* junior year	Males		Females	
		No. in decile	Percent enrolled	No. in decile	Percent enrolled
(Low)	0	68	32.3	7	57.1
	1	91	40.6	11	18.2
	2	56	37.5	13	13.3
	3	78	51.2	12	16.7
	4	80	52.5	15	33.3
	5	86	61.6	26	38.4
	6	105	56.1	11	43.4
	7	68	63.2	30	50.0
	8	100	68.0	49	57.1
(High)	9	137	77.3	51	52.9

*Grade-point average.

of percentages for males is from 32.3 (lowest tenth) to 77.3 at the upper tenth. Among females, the association between the grade-point average and enrollment in the year following graduation is reflected by a range from under 20 percent (in the lowest 40 percent academically) to over 50 percent in the three highest tenths. (The relatively high percentage reported for women in the lowest tenth is based on only seven cases.)

Summary

The analysis reported in this chapter is based on a follow-up of a sample of college seniors from the South's Class of 1960. Those students who responded to a "plans" *and* a "follow-up" questionnaire were classified according to the plans which they had stated as seniors and those who had planned full-time study were identified. Both nonacademic and academic factors seem to be related to attendance in the first postgraduate year for these students. The two most important, both of them "academic," were academic performance (grade-point average) and undergraduate major. Among males who planned full-time study, those who majored in the sciences and those with high academic standing were most likely to be enrolled during the year after graduation. The conclusion suggested regarding sex differences in that most of the factors (academic and nonacademic) which,

among men, are associated with planning to continue graduate or professional education *and* with realizing these plans do not operate *to the same extent* among women. In both cases, however, academic achievement is a major predictor of attendance.

Chapter 6

Summary and Discussion

In the spring of 1960, 22 percent of a regional sample of college seniors, expected to graduate in June, 1960, indicated that they planned to enroll in a graduate or professional school during the academic year, 1960-61. Another 23 percent planned to go at some later time and 55 percent were either undecided about their plans generally or were definitely not planning to continue their formal education at any time after graduation (29.5 percent in this latter category). While it is difficult to obtain strictly comparable data on the career plans of college seniors nationally, evidence available from two studies involving the educational plans of college seniors in national samples provides a reasonable basis for comparing incidence and nature of plans for further education among college seniors in the South with incidence among seniors in the nation as a whole.

A survey conducted by the National Opinion Research Center,[1] involving some 34,000 seniors expected to graduate in June 1961, one year after the sample of this study, revealed the following:

1) about 77 percent of the nation's seniors planned to attend graduate or professional school at some time after graduation in June, 1961;

2) some 32 percent of the seniors planned to be in attendance during the 1961-1962 academic year; an additional 30 percent planned to go thereafter and named a specific date; while 15 percent planned to go but did not give a date;

3) less than one-fourth (22.8 percent) said that they did not plan to attend graduate or professional school.

Differences due to wording of questions regarding plans and other considerations related to sampling and methods of analysis preclude

[1]James A. Davis, *Great Aspirations: Volume One* (Chicago: National Opinion Research Center, 1963.)

strict comparability between studies. It is not necessary, however, to rely on cross-study comparison of findings, for the question of regional variations in planning for graduate attendance was examined in the NORC study cited. When a representative sub-sample of the national sample of some 34,000 seniors (Class of 1961) was classified according to location of the undergraduate institution of the respondent, "... there is a consistent regional difference, schools in the South being lower on plans, schools in the Northeast being higher, and with North Central and West being intermediate." (pp. 377-378).

In terms of plans for continuing in the year following graduation, percentages by region were as follows:

New England, Middle Atlantic	(39 percent)
North Central	(31 percent)
Mountain, Pacific	(31 percent)
South, South Central	(21 percent)

(It is clear, incidentally, that the figure of 21 percent for attendance "next year" in the NORC sample corresponds quite closely to the percentage of 21.8 percent reported for the sample of the present study.)

In a somewhat similar, but less comprehensive, study of the educational plans of the Class of 1958, Gropper and Fitzpatrick[2] found that 65 percent of the seniors planned to attend graduate or professional school, 24 percent were undecided, and about 11 percent were not planning to attend.

Moreover, relatively speaking, fewer Southern than national graduates were oriented toward graduate as opposed to professional training; of those with plans for further education in the region, 68 percent were oriented toward graduate school, whereas in the Gropper and Fitzpatrick sample, 86 percent of the planners were graduate-school rather than professional-school oriented.

The foregoing evidence supports strongly the conclusion that there is a substantial lag between the region and the nation in the incidence of plans among college seniors for continuing their study following the bachelor's degree—a lag which the South can ill afford. While there were some differences in the wording of revelant ques-

[2]George L. Gropper and Robert Fitzpatrick, *Who Goes to Graduate School?* (Pittsburgh: American Institute for Research, 1959) p. 29.

tions and the procedures employed in the various studies, the same basic trends were reflected internally in one study (the Davis study); both studies cited above involved samples which were roughly contemporaneous *vis a vis* the sample of this study, one having graduated two years earlier and the other one year later than the South's Class of 1960.

Socioeconomic Factors and the Aspirational Lag

The lag between the region and the nation in student aspirations to continue in graduate or professional school is in part related to the socioeconomic level of the region itself. This study and others have shown a relationship between education, income, and occupational level of the parents and plans of their children to continue their education beyond the undergraduate level. There are two ways in which the relatively lower socioeconomic level of these parents is reflected in the aspirational level of their children. There is a smaller proportion of fathers with graduate or professional training in the South than nationally, and this is associated with a smaller proportion of college-age youth enrolling in our colleges. Also the probability that a student coming from this particular type of family background will plan to attend a graduate or professional school is less than for the nation as a whole.

These regional differences can be seen in the comparison between our regional sample and the national sample studied by Gropper and Fitzpatrick. Among the male respondents in the national sample, 19.1 percent reported fathers with a graduate or professional degree as compared with 11.2 percent in the regional sample; a higher proportion of female respondents than males reported fathers' education as graduate or professional in the national sample (32.2 percent), as well as in the regional sample (14.8 percent).[3]

Similar differences appear in the occupational levels of the two samples. In the national sample, 21.6 percent of the males and 29.5 percent of the female respondents reported that their fathers' occupation was professional or semiprofessional as compared with 14.6 percent of the males and 16.9 percent of the females in the regional samples. Among the respondents in our regional sample, 27.2 percent of the males and 28.8 percent of the females reported fathers' occupa-

[3] *Ibid.*, p. 38

tion as business or managerial as compared with 23.2 percent for the males and 26.2 percent for the females in the national sample. On the other hand, there was a noticeable difference in the proportion classifying the fathers' occupation as clerical or sales—16.9 percent of the males and 13.8 of the females in the national sample as compared with 10 percent of the males and 9.5 percent of the females in the regional sample placed the father in this occupational category.[4]

These comparisons point up a major factor in the lower proportion planning advanced training among Southern students; comparatively speaking a smaller proportion of students in our regional sample came from families with high educational and occupational attainment. However, even at comparable levels of attainment, incidence of student plans is lower, regionally. This is best illustrated by comparison between the regional sample and the national survey cited. In the national survey 79 percent of the male respondents reporting that their fathers' education was at the level of the Ph.D. or a professional degree indicated plans for an advanced education as compared with 67 percent of the male respondents in the regional sample.[5] The differential importance of level of occupation of the father is seen in the fact that 78 percent of the national sample reporting fathers' occupation as professional or semiprofessional planned to continue in graduate or professional school as compared with only 61 percent of the male seniors from "professional" families in the regional sample. Among the male respondents of the national sample classifying their fathers' occupation as business or managerial, 71 percent planned to continue their education as compared with 47 percent of the males in a similar occupation in the Southern region.[6]

Not only do we have the phenomenon, in the South, of a lower proportion of our college students coming from families at the higher socioeconomic levels, but the relative importance of these higher socioeconomic levels on the aspirational level of the students is much less. Future developments within the region should up-grade the socioeconomic base from which the colleges recruit their students. Also as graduate and professional education becomes a more important part of the middle-class value system, the proportion of students planning to continue their education should increase.

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[4] *Ibid.*
[5] *Ibid.*, p. 35
[6] *Ibid.*, p. 37

In the interim it seems that more direct recruitment programs should be designed to encourage articulation between the college and universities and the high schools (earlier and better-informed consideration by high school and college students of the possibilities of graduate and professional training). As Gropper and Fitzpatrick have pointed out, the student who plans professional training is most apt to make this decision *before* college whereas the majority of students planning graduate work, as shown in the study, first consider this training while in college. Thus influences during the college years are relatively more important for career plans of prospective graduate students. The results of this study indicate that both the college faculty and professional counseling programs in college *may* be effective in influencing college students, but relatively few institutions take full advantage of this opportunity. It was also found that choice of major is a primary factor affecting the students' plans for graduate work.

The Realization of Plans

The number of students in attendance at graduate or professional schools nine months after graduation is closely related to the number of students who planned to do so as seniors. Thus, the lag between region and nation in the proportion of students *planning* to continue their graduate and professional education should be reflected in the proportion actually enrolled in some graduate or professional program nine months later. If we use the results of a national survey conducted by the Bureau of Social Science Research, Inc., for the National Science Foundation, as a basis for comparison, then such a lag is quite evident. According to the report, "close to one half of the June, 1958 college graduates in the survey attended graduate or professional school at some time between graduation and the summer of 1960; one-third of the men and one-fifth of the women either obtained graduate or professional degrees or were enrolled as degree candidates."[7]

The regional inquiry reported herein covered only one year after graduation and did not ask specifically whether the student had ever been enrolled, but rather asked for actual enrollment at the time of the follow-up. One out of five males were actually enrolled in the regional sample one year after graduation as compared to one out of

[7] National Science Foundation, *Two Years After the College Degree* (Washington: U. S. Government Printing Office, 1963) p. 27.

three men in the national sample who enrolled within two years after graduation. One out of ten females from regional colleges were enrolled one year after graduation as compared to one out of five women in the national sample actually enrolled in graduate or professional school at some time within two years after graduation.

More direct comparison, clearly substantiating the conclusion of a substantial lag in attendance rates as well as in aspirational levels, is provided by a follow-up study of the Class of 1961, conducted by the National Opinion Research Center.[8] It will be recalled that 32 percent of the seniors nationally in the Class of 1961 planned to enroll during the academic year 1961-1962. One year later, according to the follow-up survey report, "... 35 percent of the respondents report having been enrolled for at least part of the academic year 1961-1962." There were, as in the sample of this study, both "defectors" who planned but did not go, and "joiners" who decided to go after making other plans.

But consistent with evidence advanced earlier, that plans as seniors constitute a valid predictor of student behavior in respect to enrollment in the year following graduation, Miller reports that "there is a substantial relationship between plans and enrollment: fully 78 percent of all those who planned to enroll in 1961-1962, however tenuous these plans may have been at the time, in fact did so; 85 percent of those who did not plan to enroll in 1961-1962 acted accordingly." (p. 3)

Factors Affecting Graduate Enrollment

As previously indicated, the findings of this regional survey suggest that the most significant factor related to enrollment in graduate and/or professional school is whether the student had planned to do so, *i.e.*, level of educational aspiration. In looking at the relationship between selected socioeconomic factors and attendance in graduate and professional school one year later, it is significant to note that level of education of the parents, particularly the father, appeared to be a more important socioeconomic factor than either income or occupation. This is consistent with the findings of the National Science Foundation-sponsored study, which suggested that "it is the family educational level—rather than its economic—that appears to be the dominant factor...."[9] In an overall assessment of the socioeconomic

[8] Norman Miller, *One Year After Commencement* (Chicago: National Opinion Research Center, June 1963—Report No. 93), pp. 2-3.
[9] National Science Foundation, *op. cit.*, p. 39.

factors, the study reports: "While personal background presumably had some influence on graduate enrollment for the men in this study, it obviously was not a decisive factor."[10] As a further justification of this finding they state: "This is in line with the results of other surveys of graduate students which show that family background often is crucial in the decision to enter college, but after the student leaves home and becomes a member of a college community, his later career and, in particular, graduate study decisions largely depend on college-related rather than home-related influences."[11]

The acamedic (college-related) factors influencing graduate or professional school attendance found in other studies are area of undergraduate major and the undergraduate grade-point average. In this survey, the highest probability of planning *and* actual attendance in graduate or professional school in the male student sample was found among those students in the highest grade-point-average decile. The undergraduate field in which students had the highest probability of planning for and continuing in graduate or professional training was found among the biological sciences. Although the study conducted by the National Science Foundation did not use a measure of academic performance,[12] figures were provided on attendance at graduate or professional school by undergraduate field. Their findings regarding the ranking of the undergraduate majors as to the highest proportion in attendance two years later are closely comparable to the findings of this study, although the proportion going on from the respective disciplines is considerably less for the Southern sample. (This is in part due, as previously noted, to different time intervals after college graduation—the NSF study covered a two-year period whereas the present study was concerned with attendance in the year following commencement.)

In summarizing the results of this study as compared to several others which have been made in the last four to five years on a national basis, our findings essentially agree as to the relationship and importance of socioeconomic and academic factors in areas both of planning and attendance in graduate or professional school. The major discrepancy is found in the proportion of students who wanted to go and actually did so—much lower in the Southern sample than

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[10] *Ibid.*
[11] *Ibid.*, pp. 39-40.
[12] See Miller, *op. cit.*, pp. 9-11, for evidence regarding the relationship between an *Academic Performance Index* and graduate school enrollment in the year following college graduation.

nationally. It has been argued that this is consistent with the deficit which has been shown to exist in the proportion of Southern families from the upper bracket of education, occupation, and income. And, as we have seen, level of educational aspiration is affected by these socioeconomic factors. In the case of actual postgraduate attendance, socioeconomic considerations are important but typically not decisive.

It is quite evident that the factors operating to motivate students to undertake graduate and professional education are not unique to any particular section of the country. The difference in graduate- and professional-school attendance rates between the South and the rest of the nation would appear to be a consequence of the fact that many college students in the region do not establish an early commitment to postgraduate study and are not being encouraged to develop high levels of educational aspiration. The regional deficit in the proportion of families in which parents have high levels of education, high income, and professional occupations must be considered one of the basic underlying factors contributing to the lower levels of educational aspiration.

It is evident that enrollment in a graduate or professional school represents the culmination of a complex process which is influenced by a large number of interacting factors. Implicit in the cumulative nature of the process is the need for appropriate attention to it at various stages in the educational (career) development of prospective graduate students. The recruitment of students for graduate and professional education will require vigorous efforts aimed at exposition of the advantages of and opportunities available for graduate and professional study.

An adequate expository program not only must stress the importance of advanced preparation, but it almost must stress very early the necessary prerequisites for graduate and professional programs. The process of recruitment into professional education (medicine and law, for example) is more fully institutionalized than the process of recruitment of graduate students (and the "rules of the game" are more clearly understood). Accordingly, special attention must be given to exposition of the nature and demands of graduate study and the characteristics of graduate schools and departments at appropriate stages in the development of all potential graduate students; the earlier this is done, the sooner a student can begin to give considera-

tion to the problem of developing and implementing appropriate educational plans.

The future growth of graduate and professional education in the Southern region undoubtedly will be affected by a general upgrading of its socioeconomic position. However, rate of growth may also be affected by the intensity of direct efforts to recruit proportionately more qualified individuals to programs of graduate and professional study. It is now time for our graduate and undergraduate institutions to give active consideration to the development of definite plans and programs for expediting the recruitment process.

References

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Gropper, George L., Robert Fitzpatrick, *Who Goes to Graduate School?* (Pittsburgh, Pa.: American Institute for Research, 1959).

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Appendix A

The Plans Questionnaire

SURVEY OF CAREER PLANS OF COLLEGE SENIORS

Sponsored by
The Southern Regional Education Board
and
The Southern College Personnel Association

Dear Senior:

Your institution is cooperating with the sponsoring organizations listed above in a study which will provide information about the after-college plans of seniors throughout the South. We need your help in supplying us with the information requested inside. You and your institution have been selected by scientific sampling procedures so that your answers will represent college seniors all over the region.

You are asked in this questionnaire to provide information regarding your own plans for further education or for employment following graduation. Your responses to this questionnaire will remain confidential. No individual will be identified in the report of the study. The summary of all responses will be of great value to your own institution and to other colleges and universities in the region.

In cooperation with your institution, we have selected a time for distributing the questionnaire which we hope will be convenient for you. It will only take a few minutes to fill in the answers to the questions in succeeding pages. Please remember that you will be doing the survey a real service by completing the questionnaire and returning it as soon as possible. It would be most helpful if you would do this right away, but in any case within the next week. The questionnaire can be returned without any envelope or stamps.

Thank you for your help and assistance.

Sincerely yours,

Charles M. Grigg

IMPORTANT NOTES

1. **You don't need an envelope or postage to return this questionnaire. Just follow the instructions under the flap of the back cover.**
2. **The small numbers next to (or underneath) the spaces provided for checking answers to some questions are there simply for coding and processing. Disregard them in making your response.**

SURVEY OF CAREER PLANS OF COLLEGE SENIORS

Ignore numbers underneath or beside spaces provided for checking your answers to certain items (e.g., ___1___; ___2___). (Please Print.)

Identification ___ ___ ___ ___ ___
(1) (2) (3) (4) (5)

Last name First name Initial(s)

Name of institution

Give address where you can always be reached:

(Street number—rural route—city—state)

1a. When did you decide upon your present major? (6)

Present Major Field

Before College 1 ___
Freshman year 2 ___
Sophomore year 3 ___
Junior year 4 ___
Other 5 ___
When

1b. Have you ever had a major other than your present one? (7)

First major if different from above

No 1 ___
This is my second 2 ___
This is my third 3 ___
I have had 4 or more 4 ___

2. Will you rank the following as to their importance in helping you make your decision as to your present major? (There are six groups listed: rank them from one to six in terms of the importance of their influence on this decision by entering 1 by most important, 2 by second most important, etc.)

(1) Parents ___ 12-3 (2) High school teacher ___ 4-9 (8)

(3) Friends or relatives in occupation you plan to enter ___ 12-3 (4) Vocational or guidance counsellor in college (not faculty) ___ 4-9 (9)

(5) College teacher ___ 12-3 (6) Fellow-students ___ 4-9 (10)

3. Place a check (V) opposite each foreign language which you have studied for two or more years in high school and college combined. If less than two years in any one language, or if you have not studied any language, check the appropriate alternative below. (11)

French ___ 1
German ___ 2
Spanish ___ 3
Russian ___ 4
Latin ___ 5
Greek ___ 6
Other ___ 7
Specify Language
Some study but less than 2 years in any one language ___ 8
No language study at all ___ 9

4a. Have you decided at this time what occupation you plan to pursue? If you have reached a decision, when did you reach it? (12)

No	1 ____	Yes—Junior in college	6 ____
Yes—Junior in high school	2 ____	Yes—Senior in college	7 ____
Yes—Senior in high school	3 ____	Yes—In service	8 ____
Yes—Freshman in college	4 ____	Other time (when?)	9 ____
Yes—Sophomore in college	5 ____	Undecided	10 ____

4b. If you have decided upon an occupation, would you describe it in specific terms. If undecided or have not made up your mind, please describe the occupation you have given the most consideration. (13, 14)

_____

4c. If you have not indicated college teaching as a career, which of the following statements is most applicable. (15)

I have considered college teaching as a career and now think of it as one possibility. 1 ____

I have considered the possibiilty of such a career and have definitely decided against it. 2 ____

I have never seriously considered college teaching as a career objective. 3 ____

5. Will you rank the following as to their importance in helping you make your occupational decision. (There are six groups listed. Rank them from one to six in terms of the importance of their influence on your occupational decision by entering 1 by most important, 2 by second most important, etc.)

(1) Parents ____ 12-3	(2) College teacher ____ 4-9	(16)
(3) Members of occupation you plan to enter ____ 12-3	(4) Vocational or guidance counsellor in college ____ 4-9	(17)
(5) Own choice, what seemed best at time ____ 12-3	(6) High school teacher ____ 4-9	(18)

6. During your college career, how often have you talked with a college guidance counsellor concerning a choice of occupation? (19)

____Never 1 ____Once or twice 2 ____Several times 3 ____Frequently 4

7. During your college career, how often have you talked with any member of the teaching faculty concerning your choice of occupation? (20)

____Never 1 ____Once or twice 2 ____Several times 3 ____Frequently 4

8. During your college career, has any faculty member ever suggested the possibility of college teaching as a career or offered information regarding college teaching as a career? (21)

____Yes 1 ____No 2

9a. How important were the following in your choice of an occupation? Place a check (√) in appropriate column for each item.

Item Number	Very Important	Of Some Importance	Not Important at all	
(1) "Provide an opportunity to use my special abilities or aptitudes."	____ 12	____ X	____ O	(22)

	Very Important	Of Some Importance	Not Important at all	
(2) "Provide me with a chance to earn a good deal of money."	1	2	3	
(3) "Permit me to be creative and original."	4	5	6	
(4) "Give me social status and prestige."	7	8	9	
(5) "Give me an opportunity to work with people rather than things."	12	X	0	(23)
(6) "Enable me to look forward to a stable, secure future."	1	2	3	
(7) "Leave me relatively free of supervision by others."	4	5	6	
(8) "Give me an opportunity to be helpful to others."	7	8	9	

9b. Most important was (write the appropriate item number) _____. (24)

10a. Are you planning to go to graduate or professional school?

_____No (1) _____Yes—full time (2) _____Yes—part time (3) _____Undecided (4) (25)

10b. When did you first consider the question of pursuing graduate or professional training? (26)

Before college	1 _____	In Service	5 _____
Freshman or sophomore	2 _____	Other time (Specify)	6 _____
Junior	3 _____	Have never considered going on	7 _____
Senior	4 _____		

10c. **If you are undecided or definitely not planning on going to graduate or professional school, would you indicate under what conditions (if any) you would consider attending. If none, please write "none."** (27)

_____

_____

_____

If you are not planning on going to graduate or professional school, please skip to page 6, question 22a.

11a. If you are undecided or definitely planning on going to graduate or professional school after getting your bachelor's degree, indicate the field in which you plan to major. If undecided at this time indicate this below. (28, 29)

_____ _____

11b. For what degree do you plan to study? (30)

Master of Arts	1 _____	Doctor of Medicine	6 _____
Master of Science	2 _____	Doctor of Education	7 _____
Master of Education	3 _____	Doctor of Philosophy	8 _____
Bachelor of Laws	4 _____	Other (Specify degree)	9 _____
Doctor of Dental Surgery	5 _____	Undecided	10 _____

11c. After you receive the degree indicated above, do you plan to work for another degree? (31)

_____No (1) _____Yes— (2) Ph. D _____Yes— (3) Ed. D. _____Yes— (4) other _____Undecided (5)

11d. When do you plan to start your graduate work? (32)

By September, 1960..... 1 _____ After Military Service.. 4 _____
By September, 1961..... 2 _____ Undecided ..... 5 _____
After September, 1961..... 3 _____

11e. If you are not going by September, 1960, would you give reasons for the delay. (33)

_____

_____

12. Will you rank the following as to their importance in helping you make your decision to continue in graduate or professional education. (There are six groups listed: rank them from one to six in terms of their importance in influencing your decision.)

(1) Parents ..... _____ 12-3
(2) Friends or relatives..... _____ 4-9 (34)
(3) Friends or relatives in occupation you plan to enter..... _____ 12-3
(4) Vocational or guidance personnel (non-teaching) or counsellor ..... _____ 4-9 (35)
(5) College teacher..... _____ 12-3
(6) High school teacher..... _____ 4-9 (36)

13. During your college career, how often have you talked with any member of the college teaching faculty concerning questions related to your continuing in graduate or professional school? (37)

_____Once or twice (1) _____Several times (2) _____Frequently (3) _____Never (4)

14a. During your college career has any member of the college teaching faculty contacted you (as opposed to your approaching him) to offer any encouragement or suggestions concerning your going on to graduate or professional school? (38)

_____Yes, one (1) _____Yes, several (2) _____No (3)

14b. If Yes to the above question, please give a brief summary of their suggestions concerning graduate or professional education. (39)

_____

_____

15. During your college career, how often did you talk with a college guidance counsellor concerning questions related to graduate or professional education? (40)

_____Once or twice (1) _____Several times (2) _____Frequently (3) _____Never (4)

16. Will you rank the following reasons as to their importance in making your decision to continue in graduate or professional education. (There are six reasons listed: rank them from one to six in terms of the importance of their influence on your decision.)

(1) Interest in subject ____ 12-3
(2) Knowledge is important ____ 4-9
(3) Preparation necessary for a specific occupation ____ 12-3
(4) Additional degree would increase chances for higher salary ____ 4-9 (42)
(5) Allow me to be creative and original ____ 12-3
(6) Prepare me to accept administrative position ____ 4-9 (43)

17a. What graduate school do you plan to attend? (If undecided, indicate this below.) (44, 45)

School _____ State _____

17b. List the colleges or universities to which you have applied for admission. (If you have applied to none, indicate this below.) (46)

School _____ State _____ School _____ State _____
School _____ State _____ School _____ State _____
School _____ State _____ School _____ State _____

17c. Place a check (∨) by any of the above colleges or universities to which you have applied for an assistantship, scholarship, or fellowship. (47)

18. What type of financial arrangements do you intend to make to support your graduate or professional study? (48)

Graduate assistantship 1 ____ Support from family 5 ____
Graduate scholarship 2 ____ If married, wife work 6 ____
Outside work, part time 3 ____ Loan fund 7 ____
Savings 4 ____ GI Bill 8 ____
Other (what?) 9 ____

19a. How important has each of the following been in your decision to attend the graduate or professional school of your choice?

Item Number	Very Important	Of Some Importance	Not Important at all
(1) Cost	12	X	0 (49)
(2) Family preference	1	2	3
(3) Size of graduate or professional school	4	5	6
(4) Nearness to home	7	8	9
(5) Academic reputation of the graduate or professional school	12	X	0 (50)
(6) Excellence of training in field I am interested in	1	2	3
(7) Will receive scholarship or assistantship	4	5	6
(8) I can meet the admission requirements	7	8	9
(9) The school's graduates can make good contacts	12	X	0 (51)

Item Number	Very Important	Of Some Importance	Not Important at all
(10) My college teacher recommended it	1	2	3
(11) Friends or relatives in occupation you plan to enter recommend it	4	5	6
(12) Other (what?)_____			

19b. Most important was (write in appropriate item number) _____ (52, 53)

20. If you could choose any graduate or professional school in the United States, which one would you most like to attend? (54, 55)

Name of Institution Location

21. There are a number of graduate scholarship and fellowship awards available to qualified students. Will you list those you are familiar with below. If you know of none, please write "none." (56)

THIS IS WHERE YOU BEGIN AGAIN—THOSE OF YOU WHO INDICATED THAT YOU WERE NOT PLANNING ON GOING TO GRADUATE OR PROFESSIONAL SCHOOL. THOSE OF YOU WHO HAVE JUST COMPLETED THE PREVIOUS SECTION SKIP TO QUESTION 23a, PAGE 7.

22a. How important has each of the following been in your decision not to go to graduate or professional school?

Item Number	Very Important	Of Some Importance	Not Important at all
(1) It would cost more than I could afford	12	X	0 (57)
(2) I would rather get married	1	2	3
(3) My college teachers think I should not go	4	5	6
(4) My college grades are too low	7	8	9
(5) I don't think I have the ability	12	X	0 (58)
(6) Tired of school	1	2	3
(7) Practical experience better than additional education	4	5	6
(8) No advantage in graduate work	7	8	9
(9) Most people I know (my family and friends) do not go to graduate or professional school	12	X	0 (59)
(10) I have never thought about why I might not go to graduate or professional school	1	2	3
(11) I am too old—don't want to take time	4	5	6
(12) Other (what?)_____			

22b. Most important was (write the appropriate item number): _____ (60, 61)

THE NEXT SECTION IS COMPOSED OF A FEW BACKGROUND QUESTIONS. THESE ARE IMPORTANT AND WILL ENABLE US TO COMPARE THE PLANS OF STUDENTS WITH DIFFERENT CHARACTERISTICS.

23a. Age (to nearest birthday): _____ _____Years (62, 63)

23b. Sex: _____Male (1) _____Female (2) (64)

23c. Are you: _____Single (1) _____Married (2) _____Divorced (3) _____Separated (4) (65)

24. In what size community have you spent most of your life? (66)

1 _____ A metropolis with half million or more people
2 _____ A suburb of such a metropolis
3 _____ A city of 100,000 plus to 500,000 people
4 _____ A city of 50,000 plus to 100,000 people
5 _____ A city of 10,000 plus to 50,000 people
6 _____ A town of 2500 to 10,000 people
7 _____ A town under 2500 people
8 _____ On a farm

25. Indicate the last year of schooling completed by both your father and your mother, respectively, by placing a check (V) in the appropriate column.

(67) By Father	Last Year of Schooling Completed	(68) By Mother
1 _____	Some grade school	1 _____
2 _____	Completed eighth grade	2 _____
3 _____	Some high school	3 _____
4 _____	Completed high school	4 _____
5 _____	Some college	5 _____
6 _____	Completed college	6 _____
7 _____	Some graduate or professional work	7 _____
8 _____	Completed graduate or professional training	8 _____

26. What is your father's occupation? Please give title and a brief description of what he does. _____ (69)

_____

_____

27. What is your family's income? (70)

Under $2,500 ..... 1 _____
$2,500 plus to $5,000 ..... 2 _____
$5,000 plus to $8,000 ..... 3 _____
$8,000 plus to $10,000 ..... 4 _____
$10,000 plus to $15,000 ..... 5 _____
$15,000 plus to $25,000 ..... 6 _____
Over $25,000 ..... 7 _____

28. **College students have different ideas about the main purpose of college education.** Some of their ideas are listed below. Indicate your opinion by checking: H (high) next to the statements you consider highly important; M (medium) next to the statements you consider of medium importance; L (low) next to the statements you consider of little importance, irrelevant, or even distasteful to you.

Item Number	High	Medium	Low
(1) Provide vocational training: develop skills and techniques directly applicable to your career	_____ 12	_____ X	_____ O (71)

Item Number	High	Medium	Low
(2) Develop your ability to get along with different kinds of people	1	2	3
(3) Provide a basic general education and appreciation of ideas	4	5	6
(4) Develop your knowledge and interest in community and world problems	7	8	9
(5) Help develop your moral capacities, ethical standards and values	12	X	0 (72)
(6) Prepare you for a happy marriage and family life	1	2	3

28a. Most important is (write in appropriate item number): _____ (73)

29. On the average, what percent of his working time do you think the typical college teacher devotes to each of the following activities? What percent of his working time do you think should be spent on each? Assume 100 percent in all and give your best estimate for each activity.

Percent of work time actually spent	Activity	Percent of working time which should be spent
_____%	Research and writing	_____%
_____%	Talking to students	_____%
_____%	Making and grading tests	_____%
_____%	Conducting classes	_____%
_____%	Preparing for classes	_____%
_____%	Committee and administrative work	_____%
_____%	Reading and thinking	_____%
100 %	Each column should add to 100 percent	100 %

Appendix B

The Follow-Up Questionnaire

SURVEY OF CAREER PLANS

1. Are you now attending a graduate or professional school?

   1—Yes, full time_____ 2—Yes, part time_____ 3—No_____

   If "No" to Question 1, skip to Question 12.

2. What is the name of the college or university you are now attending?

   _____

3. What degree are you working toward?_____

4. Do you plan to continue further graduate study after receiving your first graduate degree?

   1—Yes_____ 2—No_____ 3—Undecided_____

5. If yes to Question 4, give the degree_____

6. What school or department are you getting your first degree given in Question 3? _____

7. What are the sources of your financial support while in graduate school?

   (Check as many as apply to you.)

   0—Scholarship_____ 1—Assistantship_____ 2—Fellowship_____
   3—Loan from institution_____ 4—Savings_____ 5—Working part time_____
   6—Wife working_____ 7—Other_____

8a. Check each of the following if they were important in your choice of a graduate or professional school.

   0—Cost _____
   1—Family preference _____
   2—Size of graduate or professional school _____
   3—Nearness to home _____
   4—Academic reputation of the graduate or professional school _____
   5—Excellent training in field I am interested in _____
   6—Received scholarship, assistantship or fellowship _____
   7—I can meet the admission requirements _____
   8—The school's graduates can make good contacts _____
   9—My college teacher recommended it _____
   10—Friends or relatives in occupation I plan to enter recommended it _____
   11—Other (what?) _____

8b. Which of the above items was most important (Number_____)

   Second in importance (Number_____) in your choice?

9. What are your occupational plans after getting your degree?

   _____

ALL RESPONDENTS ANSWER THE REMAINING QUESTIONS

MARITAL STATUS

10. If not listed under ... estion 9 as your chosen occupation, have you considered college teaching?
    1—Yes_____ 2—No_____

11. If yes to Question 10, what factors decided you against going into college teaching as a profession:

    _____

    _____

NOW SKIP TO QUESTION 15
IF NO TO QUESTION ONE, WOULD YOU ANSWER THE FOLLOWING QUESTIONS?

12. Which of the following statements express your position or attitude toward graduate or professional training?
    1—Have considered graduate or professional training _____
    2—Plan to enter graduate or professional school within the next two years _____
    3—Have applied to a graduate or professional school for admission _____
    4—Do not plan to enter graduate or professional school within the foreseeable future _____
    5—Definitely do not plan to continue in graduate or professional training _____
    6—Have never considered graduate or professional training _____

13. If you checked statements one, two, three or four in Question 12, what prevented you from entering school at the present time?

    _____

    _____

14. What are you doing at the present time:
    1—Working (give specific occupation)_____
    2—Military service_____
    3—Housewife_____
    4—Other_____

15. Single_____ Married_____ Divorced_____ or Separated_____ Widowed_____

16. If married, number of children_____

17. If married, give occupation of spouse_____
    (Be specific)

18. Age_____

19. Sex: 1—Male_____ 2—Female_____

20. If married, age at marriage_____